

VISIT...

LANZAROTE
Caliente.COM

idctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\page }\fs26 A
STRUCTURED APPROACH - CONTINUED\tab

\par }\pard\plain \nowidctlpar\widctlpar\tx426{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs20

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 The Eight
Point Structure

\par }\pard\plain \nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 KEY
POINT:}\fs26 \tab A structured approach helps us repeat our success more
regularly and avoid repeating mistakes.

\par }\pard \s21\qj\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 We consider there are
eight stages in a training/coaching event. These stages may be completed in one
session on a straightforward task or part-task. Other times the stages may be
spread over several sessions.

\par }\pard \s21\qj\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 The first situation to
consider is one where the trainee is new to a task and we are training them in
something they will need to be able to repeat frequently in the future. It is a
discrete task and fairly straightforward.

\par }\pard \s21\qj\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26 Stage One

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 Describe the
finished effect.

\par }\pard\plain \nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 KEY POINT:
}\fs26 The degree to which we can succeed is first of all determined by the
degree to which we understand what is required. If we wanted to coach someone
to make the perfect cup of tea, we would start by showing them the perfect one -
the colour, the steam rising, the taste and presentation.

\par }\pard\plain \nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\b\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26 Stage Two

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 Describe the
task step-by-step. In order to get one like this ... the finished effect ...
these are the essential steps.

\par }\pard \s21\qj\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 This is the core skill
in coaching. The coach can break a task down into its component parts and help
people work on each part ... then put all the parts together effectively.
\par }\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s25\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26 Stage
Three
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 Work together
on each step. Here the coach is highly active and progressively gives the
trainee more scope.
\par }\pard \s21\qj\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \ldblquote You do a bit
... I\rdquote ll do a bit\rdblquote
\par \ldblquote Are we ready to go on? ... What about ...?\rdblquote
\par \ldblquote You go first this time\rdblquote
\par A STRUCTURED APPROACH - CONTINUED\tab
\par }\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par
\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26 Stage
Four
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 Ask for a
demonstration for the complete task.
\par
\par Here the coach is passive and avoids intervening even as things go wrong.
The temptation is to cut in and correct mistakes or join in to help.
\par }\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 KEY
POINT:}\fs26 \tab The coach needs to see that the trainee can perform the task
when the coach is not present.
\par }\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 At this stage,
the coach\rdquote s interventions may:
\par }\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
\b7\tab}}\pard\plain \s21\qj\fi-
283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlbtl\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
\b7}}\ls8\adjustright \f4\cgrid {\fs26 spoil the learning
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
\b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlbtl\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
\b7}}\ls8\adjustright {\fs26 knock confidence
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
\b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlbtl\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
\b7}}\ls8\adjustright {\fs26 conceal a shortcoming

\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\high\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 cover up a lack knowledge

\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\high\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 create confusion

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\fs26
We will be confident that a trainee can successfully repeat a task in our
absence if we see them begin to go wrong, identify it for themselves and recover
to achieve the finished effect. A coach that intervenes quickly to correct a
mistake will not know if the trainee could recover for themselves or avoid the
same error when alone.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\b\fs26 KEY POINT:\tab }}{\fs26 There must be exceptions to the above
- eg bomb disposal!

\par
\par }{\b\fs26 KEY POINT:\tab }}{\fs26 Because we are in business we must grow
people, however we are not in business to grow people.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\fs26 Obvious examples where we cannot allow trainees to make
mistakes for the sake of learning are bomb disposal, airline pilots and of
course commercially sensitive situations upsetting customers, missing a
sale, promising too much, breaking contracts and other legal obligations.

\par }{\br/>\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\page }}{\fs26 A STRUCTURED APPROACH - CONTINUED\tab
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\fs26
How do the bomb disposal people get over this?}{\b\i\fs26 Dummy
Bombs

\par }{\fs26
How do airlines cope? }{\b\i\fs26 Flight Simulators

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\fs26 Simulations, role plays and exercises have their flaws, but
handled the right way are essential tools for a coach. Nick Faldo hits 2000
golf balls every day in practice when he is not competing. What would he have
achieved if there were no practice grounds? The only chance to learn would be on
the course in championship play.

\par
\par One of the great differences in skill development between the armed forces
and business is this matter of practice. The army practise and practise and
practise at something they rarely, if ever, get to do for real. In business
most people are so busy doing stuff every day they rarely ever get to practise!

\par
\par The demonstration can be viewed like a driving test. Learners have to
prove their competence without the commentary from their instructor.

\par }{\page }}{\f0\fs26 A STRUCTURED APPROACH - CONTINUED\tab
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par
\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\b\fs5\cgrid {\f0\fs26 Stage Five

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\f0\fs26 Give feedback

\par }\pard \s21\qj\nowidctlpar\widctlpar\adjustright {\f0\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\f0\fs26 We give feedback and continually loop around the first five stages until we believe they are ready to be left alone.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \b\f5\cgrid {\f0\fs26 Stage Six

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\f0\fs26 Leave them to do it alone. So that they can practise.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \b\f5\cgrid {\f0\fs26 Stage Seven

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\f0\fs26 Be available.

\par }\pard \s21\qj\nowidctlpar\widctlpar\adjustright {\f0\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\f0\fs26 Coaching is high in directive behaviour and high in supportive behaviour. Anyone taking on a new task alone for the first time needs to know where they can go for help if they come across situations for which they are not prepared.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \b\f5\cgrid {\f0\fs26 Stage Eight

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\f0\fs26 Monitor and review.

\par }\pard \s21\qj\nowidctlpar\widctlpar\adjustright {\f0\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\f0\fs26 \lquote Monitor and review\rquote is the way managers influence many people performing many tasks, some of them in remote locations all at the same time.

\par }\pard \s21\qj\nowidctlpar\widctlpar\adjustright {\f0\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\f0\fs26 Monitor and review involves identifying the main measures of performance or the key indicators of success, and regularly checking them.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\b \page }{\fs26 A STRUCTURED APPROACH - CONTINUED\tab

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\b\fs26

\par }{\fs26

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\fs26 Some managers find themselves predominantly reacting to circumstances. They find the business world a volatile place and are frequently the victim of circumstances. These managers get a lot of bad luck and are caught out by the unforeseen.

\par

\par Other Managers seem to have a sixth sense of when and where to become involved. They are often active in areas in time to avoid problems and setbacks. Lucky? Perhaps. More likely using monitor and review - whether consciously or not.

\par

\par The first manager sees a blip in a key indicator. They are very busy. \ldblquote It\rquote s probably just a blip\rdblquote . \ldblquote This happens from time to time\rdblquote , they say, \ldblquote no real rhyme or reason\rdblquote . The blip becomes a hole and they fall in it. Occupied by the current crisis, they miss the next blip ... and so it goes on.

\par

\par The second manager sees a blip in a key indicator of performance. They become involved to check it out. It may just be a blip, but they believe all things are caused and they see if any action is required. They find that a light hand on the tiller early on avoids drastic realignment at a later point.

\par

\par If you were the General Manager of a small hotel you may have coached the new staff to make the perfect cup of tea. They have reached the required standard and you have to work with the restaurant, reception, housekeeping,

maintenance, suppliers etc. You cannot see all the cups of tea that are made, but it would be foolish never again to check them.

\par

\par A manager as coach knows the key success criteria of their people and monitors their output in these areas from time to time.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {

\par }\pard \nowidctlpar\widctlpar\adjustright {

\par }\pard\plain \s18\qc\sl360\slmult0\nowidctlpar\widctlpar\adjustright

\b\fs48\cgrid {\b0\fs28 \page }{\f0\fs32 COACHING FOR COMPETENCE

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {

\par }\pard \nowidctlpar\widctlpar\adjustright {\fs26\ul

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright

\f4\cgrid {\b\fs26 Giving Feedback

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26\ul

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright

\f4\cgrid {\fs26 A Structured Approach:

\par

\par {\pntext\pard\plain\s21 \f4\fs26\lang1033\cgrid \hich\af4\dbch\af0\loch\f4

1.\tab}}\pard \s21\qj\fi-426\li426\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlbody\ilvl0\ls16\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta

.)}\ls16\adjustright {\fs26 Self-analysis

\par {\pntext\pard\plain\s21 \f4\fs26\lang1033\cgrid \hich\af4\dbch\af0\loch\f4

2.\tab}}\pard \s21\qj\fi-426\li426\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlbody\ilvl0\ls17\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta

.)}\ls17\adjustright {\fs26 Positive points

\par {\pntext\pard\plain\s21 \f4\fs26\lang1033\cgrid \hich\af4\dbch\af0\loch\f4

3.\tab}}\pard \s21\qj\fi-426\li426\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlbody\ilvl0\ls18\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta

.)}\ls18\adjustright {\fs26 Improvements

\par {\pntext\pard\plain\s21 \f4\fs26\lang1033\cgrid \hich\af4\dbch\af0\loch\f4

4.\tab}}\pard \s21\qj\fi-426\li426\sl360\slmult0\nowidctlpar\widctlpar{*\pn

\pnlvlbody\ilvl0\ls19\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta

.)}\ls19\adjustright {\fs26 Encouragement

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\fs26

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright

\b\fs5\cgrid {\f0\fs26 1.\tab Self-analysis\tab

\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\fs26

\par }\pard \s21\qj\fi-709\li709\sl360\slmult0\nowidctlpar\widctlpar\adjustright

{\fs26 \tab The golden rule in feedback is THEY TALK FIRST so we ask questions

to get them to assess how they performed. Use open questions.

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\fs26

\par \tab (Firstly positive) \tab \ldblquote What went well?\rdblquote

\par \tab \tab \tab \tab \ldblquote What are you pleased with?\rdblquote

\par

\par \tab (Secondly critical)\tab \ldblquote How will you improve it next

time?\rdblquote

\par \tab \tab \tab \tab \ldblquote Which things would you do

differently?\rdblquote

\par

\par \tab This should be about 80% of the conversation.

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26

\par

\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright

\b\fs5\cgrid {\f0\fs26 2.\tab Agree The Positive

\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26

\par }\pard\plain \s21\qj\fi-

709\li709\sl360\slmult0\nowidctlpar\widctlpar\adjustright \f4\cgrid {\fs26 \tab

Here we confirm their thoughts about what went well. Sometimes people need to

hear it from someone else to truly believe that they did things well.

\par

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\page
{\fs26 COACHING SEASONED PROFESSIONALS - CONTINUED
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright {\fs26
\par
\par }{\f0\fs26 Often the hardest thing is to raise the topic of coaching with a
\quote seasoned professional\quote .
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\b\fs5\cgrid {\f0\fs26 Opening the conversation
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\f0\fs26 In your group work out the opening words you would use to
let an experienced member of staff know that you intend to be their coach. . . .
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }{
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\page }{\fs26 COACHING SEASONED PROFESSIONALS - CONTINUED
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\b\fs26 Responding To Mistakes
\par }\pard\plain \nowidctlpar\widctlpar\adjustright \lang2057\cgrid {\fs26
\par }\pard \nowidctlpar\widctlpar\adjustright {\fs26
\par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar\adjustright
\f4\cgrid {\fs26 In an environment where people are asked to stretch themselves
mistakes will occur. The manager\quote s response to mistakes directly
determines people\quote s willingness to stretch themselves in the future.
\par
\par }{\b\fs26 Key Points
\par }{\fs26
\par }{\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Fix the problem, not the blame.
\par }\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par }{\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Primacy vs recency.
\par }\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par }{\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Proportion about the mistake.
\par }\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par }{\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Proportion about the person.
\par }\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par }{\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Ask about consequences.
\par }\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26

\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Get commitment to improvement.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Encourage persistence.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Build competence }{\fs26\ul and}{\fs26
confidence.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Set new parameters.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Match willingness and ability.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Be intolerant of complacency.
\par }}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\s21 \f3\fs26\lang1033\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \s21\qj\fi-283\li283\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Be intolerant of unacceptable behaviour.
\par }}\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {
\par }\pard\plain \s18\qc\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\fs48\cgrid {\ul \page
}\f0\fs32 GIVING FEEDBACK
\par }}\pard\plain \nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
\par }}\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 First we need
to understand how feedback may be received in ways which create barriers to
learning and improvement.
\par }}\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }}\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26
JUSTIFICATION people say things like
\par }}\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26

\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \ldblquote That would
not normally happen ... \rdblquote
\par \ldblquote What should have happened is \rdblquote
\par \ldblquote That \rquote s not what I meant ... \rdblquote
\par \ldblquote This is not a real situation so I \rdblquote
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26 DENIAL
.... we hear

\par }\pard\plain \s21\qj\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \ldblquote No, I
didn \rquote t say that \rdblquote
\par \ldblquote I would not have put it that way ... \rdblquote
\par \ldblquote That wasn \rquote t the tone I used \rdblquote
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard\plain \s20\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\cgrid {\f0\fs26
DISQUALIFICATION ... people say

\par }\pard\plain \s21\qj\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \ldblquote How would you
know? \rdblquote
\par \ldblquote You don \rquote t know what it \rquote s like here ... \rdblquote
\par \ldblquote You don \rquote t understand \rdblquote
\par \ldblquote You don \rquote t have to deal with xyz ... \rdblquote
\par \ldblquote Who are you to judge me ...? \rdblquote
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Prior to a coaching
session, especially in group work, it is sometimes worth running through these
responses. Pre-handling them will make people hold back and check themselves
before commenting on our feedback.
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 The responses we are
seeking are as follows:
\par
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 ACCEPTANCE}\fs26 ...
the feedback is well intended and is coming from someone trying to help. Their
motivation is honorable so their observations should be accepted for what they
are. The behaviour or effect the coach is describing may not be what was
intended, but it is how it looked to the person giving feedback.
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {
\par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\page }{\fs26 GIVING FEEDBACK
- CONTINUED\tab
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \s21\qj\sl280\slmult0\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par The person receiving the feedback needs to see it this way ...

\par }\pard\plain \sl280\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 \ldblquote ...
 I didn\quote t mean it that way and it didn\quote t seem that way to me; but
 if that\quote s how it came across I must at least consider what I need to do
 to stop it coming across that way ... \rdblquote
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }{
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {
 \par
 \par }\pard\plain \s18\qc\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \b\fs5\fs48\cgrid {\page
 }{\f0\fs32 COACHING MORE EXPERIENCED PEOPLE
 \par }\pard \s18\qc\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\f0\fs32 INPUT AND OUTPUT
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26
 \par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Let us say a Manager is
 using monitor and review, and observes a blip in a performance indicator. Using
 the eight stage coaching structure - if we do not like what we see at stage
 eight which stage earlier in the process do we return to?
 \par }\pard \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par Ask for a demonstration.
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 KEY
 POINT}{\fs26 :\tab To monitor performance we use OUTPUT, to improve performance
 we use INPUT.
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 To seek
 improvement in performance by addressing OUTPUT leaves us simply urging better
 results.
 \par
 \par Could Glen Hoddle get the best out of England\quote s football team if the
 only tool he had was to read the morning papers?
 \par
 \par Could Tony Pickard get Greg Rusedski to world no 1 if he had access to
 nothing except a complete record of Greg\quote s results for the last 12
 months.
 \par
 \par Clearly not. Hoddle would be limited to exhortations to improve, eg
 \ldblquote We\quote ve got to score more goals\rdblquote . Pickard would be
 stuck with \ldblquote Come on Greg, win more games\rdblquote .
 \par
 \par Yet many Managers seek improvement in experienced people with just
 exhortations addressed at output.
 \par
 \par We\quote ve got to sell more.
 \par You have to get the reject level back down.
 \par More orders have got to be delivered on time.
 \par We need to get ideas out of people.
 \par The change has to be implemented faster.
 \par }{\page }{\fs26 COACHING - CONTINUED

\par
 \par
 \par The unspoken response from people managed this way is - I KNOW THAT !!!
 \par
 \par To improve performances Glen Hoddle has to be at the game. Tony Pickard watches hundreds of hours of videos of Greg playing tennis just to identify - \ldblquote Greg, it\rsquote s the return of service, the ball is getting too low before you move in. Let\rsquote s go and work on it.\rdblquote
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\fs26 Experienced people may resist or resent us taking a close interest or watching what they do. This would have to be handled sensitively, but must be overcome.
 \par
 \par If a direct report says to their boss, who wants to watch them, \ldblquote Are you checking up on me?\rdblquote , the best response from the boss may be to smile warmly and say, \ldblquote That\rsquote s right, it\rsquote s my job.\rdblquote
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\fs26
 \par }\pard\plain \s21\qj\sl360\slmult0\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \f4\cgrid {\b\fs26 KEY POINT}\fs26 : \tab The coach seeks improvement by addressing input, not just output. The coach must be \lquote at the game\rsquote , and cannot be effective if limited to reading the results.
 \par }\pard\plain \nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid {\page }\fs26 INFLUENCING PERFORMANCE - CONTINUED
 \par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
 \par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 GIVING PRAISE
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 3-STEP CHECKLIST FOR GIVING PRAISE
 \par }\b\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 1 \tab Refer to situation deserving praise
 \par
 \par Step 2 \tab Highlight specific skill or personal quality used}\fs20\lang1024 }\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 3 \tab Explain overall benefit
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab \tab
 \par
 \par We need to use this structure because we want the person to know exactly why they are being praised. All too often we say to someone \lquote you did a good job\rsquote , and although they may feel pleased with that comment, they don\rsquote t know what has pleased us in particular and what the overall benefit is. Sometimes if we tell someone they did a \lquote good job\rsquote , they may consider the praise is relevant to their whole performance when we may have a concern about a separate aspect of their work.

\par
\par }{\b\fs26
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 Step 1\tab Refer first
of all to the situation deserving praise}{\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \fi-1134\li1134\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Check:\tab Does the
person know exactly what situation we are referring to?
\par eg:\tab \ldblquote It\rsquote s good to see you have cleared the
backlog.\rdblquote
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 or:\tab \ldblquote I
like the way you handled the ABC visitors.\rdblquote
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 Step 2\tab Make
reference to any skill or personal quality used
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \fi-1134\li1134\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Check:\tab What
specifically did he or she do well. Did they use any particular skill or
personal attribute?\tab
\par eg:\tab \ldblquote I particularly appreciate how you tackled the re-wiring.
It demanded a great deal of persistence.\rdblquote
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 or:\tab \ldblquote You
presented yourself very well and controlled the question and answer sessions
with considerable skill.\rdblquote
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs32 \page }{\fs26 INFLUENCING PERFORMANCE - CONTINUED
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 Step 3\tab Explain the
overall benefit}{\fs26
\par }\pard \qj\fi-1418\li1418\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab
\par }\pard \fi-1134\li1134\ri22\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Check:\tab Does the
person know the benefits of his actions?
\par eg:\tab \ldblquote Which means that our department have exceeded target by
20% and we will be highlighted in the company newspaper.\rdblquote
\par }\pard \qj\fi-1134\li1134\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 or:\tab \ldblquote They
now completely understand the benefits of our system and see us as the leader in
our field.\rdblquote
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 \page INFLUENCING PERFORMANCE - CONTINUED
\par }{\fs28
\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs28 CONSTRUCTIVE CRITICISM

\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26
 \par }{\fs26 We should recognise that for criticism to be constructive, the
 person must be motivated to change their performance. This means we must find
 some good in their performance.
 \par
 \par
 \par }\pard \qj\fi-3119\li3119\nowidctlpar\widctlpar\tx2268{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 5 STEPS\tab
 \par }\pard \qj\fi-3119\li3119\nowidctlpar\widctlpar\tx2268{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 1 \tab Ask back and
 confirm}{\fs28
 \par }{\fs26
 \par Step 2\tab Look for the good
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 3\tab Explain our
 concern
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 4\tab Ask for /
 offer solution
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Step 5\tab Summarise and
 agree
 \par
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par
 \par }\pard \qj\fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 Step 1\tab Ask back
 and confirm}{\fs26
 \par }{\b\fs26
 \par }\pard \qj\fi-
 1701\li1701\ri132\sb120\nowidctlpar\widctlpar\tx2127{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Ask eg:\tab \tab
 \ldblquote why has your activity schedule been so late over the last two
 weeks?\rdblquote
 \par }\pard \qj\fi-1701\li1701\ri132\sb120\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Possible response:\tab
 \tab
 \par \tab \ldblquote Because I\quote ve been concentrating on increasing my
 accuracy and I haven\quote t had time.\rdblquote
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \fi-1701\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Confirm:\tab \ldblquote
 So what you\quote re saying is that you haven\quote t had time because
 you\quote ve been too busy increasing your accuracy, is that right?\rdblquote
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 \page INFLUENCING PERFORMANCE - CONTINUED
 \par }\pard \fi-2127\li2127\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26

\par }\pard \fi-2127\li2127\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 Step 2\tab \tab Look for the good
\par }\pard \qc\li2127\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
\par }\pard \qj\ri132\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab \tab }{\fs26 We
now look for the good in their performance or attitude and \tab \tab let them
know we appreciate their efforts over that aspect. This \tab \tab is
motivational and vital in making the criticism constructive.
\par
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 \tab \tab eg:}{\fs26 \tab \ldblquote I understand that
you want to increase your accuracy and \tab \tab \tab I think it\rsquote s great
that you }{\b\fs26 are}{\fs26 concentrating on this area.\rdblquote }{\b\fs26
\par
\par }\pard \qj\fi-2268\li2127\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 Step 3\tab \tab Explain our concern
\par
\par }\pard \qj\ri132\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab \tab }{\fs26 We
let them know what we dislike or disagree with.
\par }\pard \qj\ri132\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 \tab \tab eg:}{\fs26 \tab \ldblquote However, I\rsquote m
concerned that your activity schedule isn\rsquote t \tab \tab \tab being given to
Jane in enough time. She often finds you \tab \tab \tab difficult to locate
when a customer has called in with \tab \tab \tab \tab questions.\rdblquote
\par
\par }{\b\fs26 Step 4\tab \tab Ask for / offer solution}{\fs26
\par }\pard \qj\ri163\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab \tab eg:}{\fs26
\tab \ldblquote Well, what do you think you can do to get your \tab \tab \tab
\tab schedule to Jane on time?\rdblquote
\par
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 \tab \tab }{\b\fs26 or:}{\fs26 \tab \ldblquote Why not
complete your activity schedule every Thursday \tab \tab \tab afternoon in order
to get it here for first thing on Monday. \tab \tab \tab You can always call in
for any last minute changes.\rdblquote
\par
\par }{\b\fs26 Step 5\tab \tab Summarise and agree}{\fs26
\par
\par }\pard \qj\ri163\sb120\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab \tab We should
always summarise and agree any actions that have \tab \tab \tab been decided.
\par
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 \tab \tab }{\b\fs26 e.g:}{\fs26 \tab \ldblquote OK, so you
will be completing them every Thursday and \tab \tab \tab sending them back in
time for Monday, can you agree to \tab \tab \tab that?\rdblquote
\par }{\b\fs32 \page }{\fs26 INFLUENCING PERFORMANCE - CONTINUED
\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26
\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26

\par \pard \qj \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright {\fs26 In order to change behaviour we must be able to describe the behaviour we want to change. It is necessary to be specific and not to use vague judgmental conclusions.}

\par

\par

\par }{\b \fs26 For example}

\par

\par }{\fs20 \lang1024 {\shpgrp {*\shpinst \shpleft-259 \shptop92 \shpright8262 \shpbbottom5222 \shpfhdr0 \shpbxcolumn \shpbypara \shpwr3 \shpwrk0 \shpfblwtxt0 \shpz18 \shplid1068 {\sp {\sn groupLeft} {\sv 0}} {\sp {\sn groupTop} {\sv 0}} {\sp {\sn groupRight} {\sv 20000}} {\sp {\sn groupBottom} {\sv 20000}} {\sp {\sn fFlipH} {\sv 0}} {\sp {\sn fFlipV} {\sv 0}} {\shp {*\shpinst \shplid1069 {\sp {\sn relLeft} {\sv 0}} {\sp {\sn relTop} {\sv 0}} {\sp {\sn relRight} {\sv 20000}} {\sp {\sn relBottom} {\sv 5778}} {\sp {\sn fRelFlipH} {\sv 0}} {\sp {\sn fRelFlipV} {\sv 0}} {\sp {\sn shapeType} {\sv 1}} {\sp {\sn lTxid} {\sv 1441792}} {\sp {\sn dxTextLeft} {\sv 12700}} {\sp {\sn dyTextTop} {\sv 12700}} {\sp {\sn dxTextRight} {\sv 12700}} {\sp {\sn dyTextBottom} {\sv 12700}} {\sp {\sn fFilled} {\sv 0}} {\sp {\sn fLine} {\sv 0}} {\sp {\sn fShadow} {\sv 0}} {\shptxt \pard \plain \fi-1417 \li1701 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright \lang2057 \cgrid {\fs26 Avoid: \tab You do not show enough commitment}

\par } \pard \fi-1417 \li1701 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright {\b \fs26 Use:} {\fs26 \tab }{\b \fs26 You left early yesterday although you knew I was waiting for the results} {\b

\par } } } {\shp {*\shpinst \shplid1070 {\sp {\sn relLeft} {\sv 0}} {\sp {\sn relTop} {\sv 7111}} {\sp {\sn relRight} {\sv 20000}} {\sp {\sn relBottom} {\sv 12893}} {\sp {\sn fRelFlipH} {\sv 0}} {\sp {\sn fRelFlipV} {\sv 0}} {\sp {\sn shapeType} {\sv 1}} {\sp {\sn lTxid} {\sv 1507328}} {\sp {\sn dxTextLeft} {\sv 12700}} {\sp {\sn dyTextTop} {\sv 12700}} {\sp {\sn dxTextRight} {\sv 12700}} {\sp {\sn dyTextBottom} {\sv 12700}} {\sp {\sn fFilled} {\sv 0}} {\sp {\sn fLine} {\sv 0}} {\sp {\sn fShadow} {\sv 0}} {\shptxt \pard \plain \fi-1418 \li1702 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright \lang2057 \cgrid {\fs26 Avoid: \tab You are not cooperative}

\par } \pard \fi-1418 \li1702 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright {\b \fs26 Use: \tab We could have avoided that journey if you had told us what you knew}

\par } } } {\shp {*\shpinst \shplid1071 {\sp {\sn relLeft} {\sv 0}} {\sp {\sn relTop} {\sv 14222}} {\sp {\sn relRight} {\sv 20000}} {\sp {\sn relBottom} {\sv 20000}} {\sp {\sn fRelFlipH} {\sv 0}} {\sp {\sn fRelFlipV} {\sv 0}} {\sp {\sn shapeType} {\sv 1}} {\sp {\sn lTxid} {\sv 1572864}} {\sp {\sn dxTextLeft} {\sv 12700}} {\sp {\sn dyTextTop} {\sv 12700}} {\sp {\sn dxTextRight} {\sv 12700}} {\sp {\sn dyTextBottom} {\sv 12700}} {\sp {\sn fFilled} {\sv 0}} {\sp {\sn fLine} {\sv 0}} {\sp {\sn fShadow} {\sv 0}} {\shptxt \pard \plain \fi-1418 \li1702 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright \lang2057 \cgrid {\fs26 Avoid: \tab I cannot rely on you}

\par } \pard \fi-1418 \li1702 \sb120 \sa120 \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec} \adjustright {\b \fs26 Use: \tab We had agreed you would man the site from 10am, and you were not there at 10.25am} {\b

\par

} } } } {\shprslt {*\do \dobxcolumn \dobypara \dodhgt8210 \dppolygon \dppolycount4 \dpptx0 \dppty0 \dpptx8521 \dppty0 \dpptx8521 \dppty5130 \dpptx0 \dppty5130 \dpx-259 \dpy92 \dpxsize8521 \dpy5130 \dpfillfgcr255 \dpfillfgcg255 \dpfillfgcb255 \dpfillbgcr255 \dpfillbgcg255 \dpfillbgcb255 \dpfillpat1 \dpline15 \dplinecor0 \dplinecog0 \dplinecob0} } } } {\b \fs26}

\par

\par }{\fs26}

\par

\par }\pard \qj\fi-1701\li2268\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab
\par
\par
\par
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \qj\fi-1701\li2268\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\i\fs26
\par }{\fs26
\par
\par \tab \tab \tab
\par
\par }{\i\fs26
\par }{\fs26
\par \tab }{\i\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 FOR POOR PERFORMERS WE USE:}{\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \qj\fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \qj\fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 short lead times
\par }\pard \qj\fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \qj\fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 simple stages
\par }\pard \qj\fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \fi-567\li567\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 \quote A light grip on the throat\quote
}{\b\fs26
\par }\pard \fi-283\li283\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\b\fs32
\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs32 \page IMPROVING WORK HABITS
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {
\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs28 CONFRONTING POOR PERFORMANCE}{
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {
\par }{\fs26
\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par 1.\tab Describe in detail the poor work habit you have observed.
\par
\par

\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 2.\tab Indicate why it concerns you.

\par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par

\par 3.\tab Ask for reasons and listen openly to the explanation.

\par

\par

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 4.\tab Indicate that the situation must change and ask for ideas for solving the problem.

\par

\par

\par 5.\tab Discuss each idea and offer your help.

\par

\par

\par 6.\tab Agree on specific action to be taken and set a specific follow-up date.

\par }\pard \qc\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \page }{\b\fs32

MAINTAINING IMPROVED PERFORMANCE

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {

\par

\par }{\fs26 1.\tab Describe the improved performance.

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par

\par 2.\tab Explain the importance of this improvement to you and the company.

\par

\par

\par 3.\tab Listen empathetically to the their comments.

\par

\par

\par 4.\tab Ask them if there is anything you can do to make it easier to do the job.

\par

\par

\par 5.\tab If appropriate, indicate your intention to take such action.

\par

\par

\par 6.\tab Thank them for the improved performance.

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {

\par }\pard \qc\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\page }{\b\fs32 TAKING

EFFECTIVE FOLLOW-UP ACTION

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {

\par

\par }{\fs26

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 1.\tab Review previous discussion.

\par

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 2.\tab Indicate
 insufficient improvement and ask driver for reasons.
 \par
 \par
 \par 3.\tab Discuss possible solutions to the problem.
 \par
 \par
 \par 4.\tab Indicate consequences of continued lack of improvement.
 \par
 \par
 \par 5.\tab Agree action to be taken and set a follow-up date.
 \par
 \par
 \par 6.\tab Indicate your confidence in the driver.
 \par
 \par
 \par Important:
 \par
 \par }\pard \nowidctlpar\widctlpar\tx0{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 Keep a note of the date and details of the discussion for
 future reference. Use the review sheet.
 \par }\pard \qj\fi-709\li709\nowidctlpar\widctlpar\tx709{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {
 \par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs32 \page HANDLING DISCIPLINE
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs32
 \par }{\b\fs26
 \par TWO KEY PRINCIPLES:
 \par
 \par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs
 \b7\tab}}\pard \qj\fi-426\li1843\sb120\sa120\nowidctlpar\widctlpar{*\pn
 \pnlvlb1t\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\b\fs26 FAIRNESS
 \par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs
 \b7\tab}}\pard \fi-426\li1843\sb120\sa120\nowidctlpar\widctlpar{*\pn
 \pnlvlb1t\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\b\fs26 CONSISTENCY
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par
 \par Fairness is a judgement. A reasonable view, given all the circumstances.
 In order to take such a view a thorough investigation is necessary.
 \par
 \par Consistency. This applies to the process for investigating and deciding an
 action. The principle of consistency does not require the same outcome. The
 outcome, in fairness, must depend on the circumstances. It is the procedure
 which must be }\fs26\ul consistently}\fs26 applied.
 \par
 \par Make notes below on the two cases we will discuss to illustrate fairness
 and consistency.
 \par
 \par
 \par
 \par }\pard \nowidctlpar\widctlpar\tqr\tx8482{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26\ul \tab
 \par

\par \tab
\par
\par \tab
\par
\par \tab
\par
\par \tab
\par
\par \tab
\par
\par \tab
\par
\par
\par } \pard \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec } \adjustright {\b \fs32 \page } {\fs26 HANDLING DISCIPLINE - CONTINUED
\par } \pard \qc \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec } \adjustright {\b \fs26
\par } \pard \qc \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec } \adjustright {\b \fs26
\par } \pard \qj \nowidctlpar \widctlpar {*\pn \pnlvlcont \ilvl0 \ls0 \pnrnot0 \pndec } \adjustright {\fs26 Some people\rsquote s behaviour creates particular
difficulties for us. When confronted with behaviour we find difficult, these
are the key points to recall.
\par
\par
\par
\par
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlblt \ilvl0 \ls8 \pnrnot0 \pnf3 \pnstart1 \pnindent283 \pnhang {\pntxtb
'b7}} \ls8 \adjustright {\fs28 Keep behaviour separate from personality
\par } \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlcont \ilvl12 \ls0 \pnrnot0 \pndec } \ilvl12 \adjustright {\fs28
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlblt \ilvl0 \ls8 \pnrnot0 \pnf3 \pnstart1 \pnindent283 \pnhang {\pntxtb
'b7}} \ls8 \adjustright {\fs28 Behaviour creates behaviour
\par } \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlcont \ilvl12 \ls0 \pnrnot0 \pndec } \ilvl12 \adjustright {\fs28
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlblt \ilvl0 \ls8 \pnrnot0 \pnf3 \pnstart1 \pnindent283 \pnhang {\pntxtb
'b7}} \ls8 \adjustright {\fs28 Beware of what you expect - you will get it
\par } \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlcont \ilvl12 \ls0 \pnrnot0 \pndec } \ilvl12 \adjustright {\fs28
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlblt \ilvl0 \ls8 \pnrnot0 \pnf3 \pnstart1 \pnindent283 \pnhang {\pntxtb
'b7}} \ls8 \adjustright {\fs28 Prepare for difficult interviews
\par } \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlcont \ilvl12 \ls0 \pnrnot0 \pndec } \ilvl12 \adjustright {\fs28
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlblt \ilvl0 \ls8 \pnrnot0 \pnf3 \pnstart1 \pnindent283 \pnhang {\pntxtb
'b7}} \ls8 \adjustright {\fs28 Use the \ldblquote broken record \rdblquote
technique
\par } \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn
\pnlvlcont \ilvl12 \ls0 \pnrnot0 \pndec } \ilvl12 \adjustright {\fs28
\par {\pntext \pard \plain \f3 \fs28 \cgrid \loch \af3 \dbch \af0 \hich \f3
'b7 \tab}} \pard \qj \fi-851 \li2268 \nowidctlpar \widctlpar {*\pn

\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Work on your confidence
 \par }\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fi3\fs28\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Sometimes tell yourself - \ldblquote I am the
 boss\rdbldquote
 \par }\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fi3\fs28\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Keep trying different approaches
 \par }\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fi3\fs28\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Reinforce }{\fs28\ul desired}{\fs28 behaviour
 \par }\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fi3\fs28\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \qj\fi-851\li2268\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Make sure unacceptable behaviour does not succeed
 \par }\pard \qj\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 \page }{\b\fs32 IMPERATIVE IV }{\fs32 - }{\b\fs32 THRIVE
 ON CHANGE
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {
 \par }{\b\fs28 We Need To Adopt A Positive View of Change
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par {\pntext\pard\plain\fi3\fs26\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 \b7}}\ls20\adjustright {\fs26 Change is inevitable.
 \par }\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par {\pntext\pard\plain\fi3\fs26\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 \b7}}\ls20\adjustright {\fs26 Better to lead change than chase it.
 \par }\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par {\pntext\pard\plain\fi3\fs26\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 \b7}}\ls20\adjustright {\fs26 When we stand still, others do not.
 \par }\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par {\pntext\pard\plain\fi3\fs26\cgrid \loch\af3\dbch\af0\hich\fi3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 \b7}}\ls20\adjustright {\fs26 Fix things }{\fs26\ul before}{\fs26 they break.

\par }\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs28 Generating Ideas
\par }{\fs26
\par From the writings of Edward de Bono, we take two concepts to help you and
your people understand change and the way we think.
\par
\par The Sequence Trap
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par
\par The Open Block
\par
\par
\par
\par
\par
\par
\par
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 \page THRIVE ON CHANGE - CONTINUED
\par
\par
\par }{\b\fs28 Generating ideas (continued)}{\fs26
\par
\par
\par Use the space below to draw your ideas in the cake cutting exercise.
\par
\par \page THRIVE ON CHANGE - CONTINUED
\par
\par
\par }{\b\fs26 NINE WAYS IN WHICH WE AND OUR PEOPLE CAN BE STIMULATED TO CREATE
CHANGE
\par
\par }{\fs26
\par 1.\tab }{\b\fs26 Eliminate the dumb things}{\fs26
\par }\pard \li567\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab In Wal-mart they
dub this E.T.D.T. They encourage people to identify \tab the out-dated or
unnecessary things that people do from habit, yet add \tab little or no value.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par 2.\tab }{\b\fs26 Send people shopping for ideas
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Look at competitors, or
other departments, to see what ideas can be imported.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26

\par 3.\tab }}{\b\fs26 Eliminate N.I.H.
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 \ldblquote Not invented
here\rdblquote . People tend to find fault with suggestions from outside the
group.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 4.\tab }}{\b\fs26 Listen to the new person}}{\fs26
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 Tell them \ldblquote why
we are here\rdblquote , not what to do, and listen keenly to their naive
questions.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 5.\tab }}{\b\fs26 Imagine it\quote s illegal
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 What if the way a task
has always been done is no longer viable. What would we do?
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 6.\tab }}{\b\fs26 Use brainstorming
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 Suspend evaluation while
collecting ideas.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 7.\tab }}{\b\fs26 Use po thinking}}{\fs26
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 Use a random unrelated
word to stimulate thinking outside the box.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 8.\tab }}{\b\fs26 Allay the fear of change
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 Inform, train, support,
encourage.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par 9.\tab }}{\b\fs26 Avoid implied criticism
\par }}{\fs26 \tab Ideas that were once good do not become bad; they pass their
best \tab before date. Remember the old way was a good idea in its time.
\par
\par \page THRIVE ON CHANGE - CONTINUED
\par
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\fs26
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}}\adjustright {\b\fs28 MANAGING THE INTRODUCTION OF CHANGE
\par }}{\fs26
\par
\par 1.\tab Educate yourself about the proposed change. This may include:
\par
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
\b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
\b7}}\ls8\adjustright {\fs26 Your boss.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
\b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
\b7}}\ls8\adjustright {\fs26 Specialists.

\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Representatives.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Rules, agreements, structures.
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
\par
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Tell them the What and the Why of the change.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Sell the benefits.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Don't hide problems.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Emphasise common ground.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 See your workgroup's point of view.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 COMMUNICATE; early and often.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
\par 3.\tab Consult your workgroup:
\par
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Seek views and ideas.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Allow thinking time.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Use their ideas.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
\par 4.\tab Organise the introduction of change
\par
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Provide warning.

\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Introduce change gradually.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Test ideas.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Run in tandem with previous methods.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 Maintain effective partnerships.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}Enlist the enthusiasts.
\par {\pntext\pard\plain\f3\fs26\cgrid \loch\af3\dbch\af0\hich\f3
'b7\tab}}\pard \fi425\li284\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
'b7}}\ls8\adjustright {\fs26 TRAIN, COACH, COUNSEL.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par
\par }}\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs32 \page IMPERATIVE V - BE A LEARNER
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par
\par }}{\b\fs26 We cannot be empowered by another person, unless we choose to
empower ourselves.
\par }}{\fs26
\par Here are 10 key points on personal development:
\par
\par 1.\tab }}{\b\fs26 Know the mission
\par }}{\fs26
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 ... or the vision or the
goal or however else the overall purpose of your organisation is expressed.
Some highly able, highly energetic people fail to get the pay off they deserve
because they direct themselves wrongly.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 2.\tab }}{\b\fs26 Align your personal goals and
organisational goals
\par }}{\fs26
\par }}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 In order to sustain your
energy and motivation you need to be in the top right hand quadrant of this
model.
\par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26
\par }}{\fs20\lang1024
{\shp{*\shpinst\shpleft335\shptop5966\shpright2040\shpbottom6251\shpfhdr0\shpbx
margin\shpbymargin\shpwr3\shpwrk0\shpfbldwtxt0\shpz31\shplid1084{\sp{\sn
shapeType}}{\sv 1}}{\sp{\sn fFlipH}}{\sv 0}}{\sp{\sn fFlipV}}{\sv 0}}{\sp{\sn
lTxid}}{\sv 1638400}}{\sp{\sn dxTextLeft}}{\sv 12700}}{\sp{\sn dyTextTop}}{\sv
12700}}{\sp{\sn dxTextRight}}{\sv 12700}}{\sp{\sn dyTextBottom}}{\sv
12700}}{\sp{\sn fillBackColor}}{\sv 15066597}}{\sp{\sn fFilled}}{\sv 1}}{\sp{\sn

fLine}{\sv 0}}{\sp{\sn fShadow}{\sv 0}}{\shptxt \pard\plain
\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright
\lang2057\cgrid {Maximised
\par
}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8223\dptxbx{\dptxbxttext\pard\plain
\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright
\lang2057\cgrid {Maximised
\par
}}\dpw335\dpw5966\dpwsize1705\dpwsize285\dpfillfgcr229\dpfillfgcg229\dpfillfgcb2
29\dpfillbgcr255\dpfillbgcg255\dpfillbgcb255\dpfillpat1\dplinehollow}}}{\fs26
\par
\par }{\fs20\lang1024
{\shp{*\shpinst\shpleft617\shptop6676\shpright618\shpbottom7245\shpfhdr0\shpbxm
argin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz24\shplid1077{\sp{\sn
shapeType}{\sv 20}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 1}}{\sp{\sn
lineEndArrowhead}{\sv 1}}{\sp{\sn lineStartArrowWidth}{\sv 0}}{\sp{\sn
lineStartArrowLength}{\sv 2}}{\sp{\sn lineEndArrowWidth}{\sv 0}}{\sp{\sn
lineEndArrowLength}{\sv 2}}{\sp{\sn fShadow}{\sv
0}}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8216\dpline\dpptx1\dppty0\dpptx0
\dppty569\dpw617\dpw6676\dpwsize1\dpwsize569\dplinewidth15\dplinecor0\dplinecog0\dp
linecob0}}{\shp{*\shpinst\shpleft335\shptop6676\shpright766\shpbottom11505\shpf
hdr0\shpbxmmargin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz22\shplid1075{\sp{\s
n shapeType}{\sv 1}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn
lTxid}{\sv 1703936}}{\sp{\sn dxTextLeft}{\sv 12700}}{\sp{\sn dyTextTop}{\sv
12700}}{\sp{\sn dxTextRight}{\sv 12700}}{\sp{\sn dyTextBottom}{\sv
12700}}{\sp{\sn fillBackColor}{\sv 15066597}}{\sp{\sn fFilled}{\sv 1}}{\sp{\sn
lineWidth}{\sv 25400}}{\sp{\sn fLine}{\sv 0}}{\sp{\sn fShadow}{\sv 0}}{\shptxt
\pard\plain \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright \lang2057\cgrid {
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {
\par
\par P
\par E
\par R
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright { S
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright { 0
\par N
\par A
\par L
\par
\par G
\par O
\par A
\par L
\par S
\par
}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8214\dptxbx{\dptxbxttext\pard\plain
\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright
\lang2057\cgrid {
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {
\par
\par P
\par E
\par R
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright { S

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright { 0
 \par N
 \par A
 \par L
 \par
 \par G
 \par O
 \par A
 \par L
 \par S
 \par
 }}\dpx335\dpv6676\dpxsize431\dpysize4829\dpfillfgcr229\dpfillfgcg229\dpfillfgcb2
 29\dpfillbgcr255\dpfillbgcg255\dpfillbgcb255\dpfillpat1\dplinehollow}}{\shp{*\
 shpinst\shpleft4451\shptop6534\shpright4452\shpbottom11647\shpfhdr0\shpbxmargin\
 shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz15\shplid1065{\sp{\sn shapeType}{\sv
 1}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn fillBackColor}{\sv
 15066597}}{\sp{\sn fFilled}{\sv 1}}{\sp{\sn lineWidth}{\sv 25400}}{\sp{\sn
 fShadow}{\sv
 0}}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8207\dprect\dpx4451\dpv6534\dpxs
 ize1\dpysize5113\dpfillfgcr229\dpfillfgcg229\dpfillfgcb229\dpfillbgcr255\dpfillb
 gcg255\dpfillbgcb255\dpfillpat1\dplinew40\dplinecor0\dplinecog0\dplinecob0}}{\s
 hp{*\shpinst\shpleft1043\shptop6534\shpright7860\shpbottom11647\shpfhdr0\shpbxm
 argin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz10\shplid1058{\sp{\sn
 shapeType}{\sv 1}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn
 fillBackColor}{\sv 15066597}}{\sp{\sn fFilled}{\sv 1}}{\sp{\sn lineWidth}{\sv
 25400}}{\sp{\sn fShadow}{\sv
 0}}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8202\dprect\dpx1043\dpv6534\dpxs
 ize6817\dpysize5113\dpfillfgcr229\dpfillfgcg229\dpfillfgcb229\dpfillbgcr255\dpfi
 llbgcg255\dpfillbgcb255\dpfillpat1\dplinew40\dplinecor0\dplinecog0\dplinecob0}}}
 }\fs26
 \par
 \par
 \par
 \par
 \par
 \par
 \par
 \par
 \par }\fs20\lang1024
 {\shp{*\shpinst\shpleft1043\shptop9090\shpright7860\shpbottom9091\shpfhdr0\shpb
 xmargin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz19\shplid1072{\sp{\sn
 shapeType}{\sv 20}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn
 lineWidth}{\sv 25400}}{\sp{\sn lineStartArrowWidth}{\sv 0}}{\sp{\sn
 lineStartArrowLength}{\sv 2}}{\sp{\sn lineEndArrowWidth}{\sv 0}}{\sp{\sn
 lineEndArrowLength}{\sv 2}}{\sp{\sn fShadow}{\sv
 0}}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8211\dpline\dpptx0\dppty0\dpptx6
 817\dppty1\dpx1043\dpv9090\dpysize6817\dpysize1\dplinew40\dplinecor0\dplinecog0\
 dplinecob0}}}\fs26
 \par
 \par
 \par
 \par
 \par
 \par
 \par
 \par
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs20\lang1024
 {\shp{*\shpinst\shpleft6865\shptop11788\shpright8570\shpbottom12073\shpfhdr0\sh
 pbxmargin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz33\shplid1086{\sp{\sn
 shapeType}{\sv 1}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn

lTxid}{\sv 1769472}}{\sp{\sn dxTextLeft}{\sv 12700}}{\sp{\sn dyTextTop}{\sv 12700}}{\sp{\sn dxTextRight}{\sv 12700}}{\sp{\sn dyTextBottom}{\sv 12700}}{\sp{\sn fillBackColor}{\sv 15066597}}{\sp{\sn fFilled}{\sv 1}}{\sp{\sn fLine}{\sv 0}}{\sp{\sn fShadow}{\sv 0}}{\shptxt \pard\plain \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid { Maximised \par }}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8225\dptxbx{\dptxbxtext\pard\plain \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid { Maximised \par }}\dpx6865\dpv11788\dpysize1705\dpysize285\dpfillfgcr229\dpfillfgcg229\dpfillfgcb229\dpfillbgcr255\dpfillbgcg255\dpfillbgcb255\dpfillpat1\dplinehollow}}{\shp{*\shpinst\shpleft1327\shptop11788\shpright7718\shpbottom12499\shpfhdr0\shpbxmargin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz27\shplid1080{\sp{\sn shapeType}{\sv 1}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn lTxid}{\sv 1835008}}{\sp{\sn dxTextLeft}{\sv 12700}}{\sp{\sn dyTextTop}{\sv 12700}}{\sp{\sn dxTextRight}{\sv 12700}}{\sp{\sn dyTextBottom}{\sv 12700}}{\sp{\sn fillBackColor}{\sv 15066597}}{\sp{\sn fFilled}{\sv 1}}{\sp{\sn fLine}{\sv 0}}{\sp{\sn fShadow}{\sv 0}}{\shptxt \pard\plain \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid { ORGANISATIONAL GOALS \par }}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8219\dptxbx{\dptxbxtext\pard\plain \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright \lang2057\cgrid { ORGANISATIONAL GOALS \par }}\dpx1327\dpv11788\dpysize6391\dpysize711\dpfillfgcr229\dpfillfgcg229\dpfillfgcb229\dpfillbgcr255\dpfillbgcg255\dpfillbgcb255\dpfillpat1\dplinehollow}}}{\fs26 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs20\lang1024 {\shp{*\shpinst\shpleft5587\shptop11930\shpright6298\shpbottom11931\shpfhdr0\shpbxmargin\shpbymargin\shpwr3\shpwrk0\shpfblwtxt0\shpz29\shplid1082{\sp{\sn shapeType}{\sv 20}}{\sp{\sn fFlipH}{\sv 0}}{\sp{\sn fFlipV}{\sv 0}}{\sp{\sn lineEndArrowhead}{\sv 1}}{\sp{\sn lineStartArrowWidth}{\sv 0}}{\sp{\sn lineStartArrowLength}{\sv 2}}{\sp{\sn lineEndArrowWidth}{\sv 0}}{\sp{\sn lineEndArrowLength}{\sv 2}}{\sp{\sn fShadow}{\sv 0}}}{\shprslt{*\do\dobxmargin\dobymargin\dodhgt8221\dpline\dpptx0\dppty0\dpptx711\dppty1\dpv5587\dpv11930\dpysize711\dpysize1\dplinew15\dplinecor0\dplinecog0\dplinecob0}}}{\fs26 \par \par \page BE A LEARNER - CONTINUED \par \par \par 3.\tab }{\b\fs26 Know yourself \par }{\fs26 \par }\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \ldblquote ... regular scheduled self-examination is a must for building and sustaining leadership.\rdblquote \par }\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 General William G. Pagonis \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \par }\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 What are the skills, knowledge, attitudes and habits that it takes to be outstanding in your role? How do you stand against these requirements? \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par 4.\tab }}{\b\fs26 Work on the weak link
 \par }}{\fs26
 \par }}\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 We all enjoy working on
 areas of personal strength to further enhance our performance. The opportunity
 to develop a new skill is often intriguing and appealing.
 \par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }}\adjustright {\fs26
 \par }}\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 The biggest payoff in
 personal development often comes from working on a weakness that is holding you
 back.
 \par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }}\adjustright {\fs26
 \par 5.\tab }}{\b\fs26 Regularly ask - \ldblquote how can I do better?\rdblquote
 }}{\fs26
 \par
 \par }}\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26 In Daley Thompson\rquote
 s view the best form of competition is competition with yourself.
 \par }}\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26
 \par An empowered person constantly stretches themselves and seeks personal
 improvement and development.
 \par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }}\adjustright {\fs26
 \par 6.\tab }}{\b\fs26 Use insight and oversight
 \par
 \par }}{\fs26 \tab Alexander Dumas said, \ldblquote Men have sight, women have
 insight\rdblquote . In \tab leadership and teambuilding, managers of both sexes
 need insight.
 \par \tab They also need oversight.
 \par
 \par \tab Oversight involves looking in to see us as others see us. An empowered
 \tab person has the confidence to }}{\fs26\ul listen}}{\fs26 to others and gain
 from their \tab observations.
 \par
 \par \tab Listen to your boss, colleagues, your team members, customers, family,
 \tab friends and anybody else with an opinion.
 \par
 \par \page BE A LEARNER - CONTINUED
 \par
 \par
 \par When you get feedback, AVOID
 \par
 \par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlb1\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs26 Justification.
 \par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlb1\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs26 Denial.
 \par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
 \b7\tab}}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlb1\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs26 Disqualification.
 \par }}\pard \fi-567\li851\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }}\adjustright {\fs26
 \par }}\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }}\adjustright {\fs26 Instead, concentrate on

\par } \pard \fi-2410\li2410\nowidctlpar\widctlpar\tx2268{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec } \adjustright {\fs26 ACCEPTANCE \tab - \tab
 you may not agree with their view, but what they \tab said is what they think.
 \par } \pard \fi-2410\li2410\nowidctlpar\widctlpar\tx2268{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec } \adjustright {\fs26
 \par ACTION \tab - \tab what can you do to shift their view?
 \par
 \par } \pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 } \adjustright {\fs26 7. \tab } {\b\fs26 Use personal benchmarking
 \par } {\fs26
 \par \tab Find role models in your organisation, in your private life and in
 public \tab life. It is unlikely that one person embodies all you would want to
 be, so \tab find people who excel at specific things you want to be good at.
 \par
 \par \tab Observe those people you regard as being excellent. Copy what they
 do. \tab Many times there is no great or complex secret to excellence, just a
 set \tab of behaviours and skills which we can reproduce in us.
 \par
 \par \tab Certainly, if you wanted to be a brain surgeon, it may take some time!
 \tab On the other hand, take as an example, business presentations. Many \tab
 people are daunted by the thought of giving a presentation. Yet, by \tab
 observing and copying the behaviours and acquiring the skills of \tab excellent
 presenters we can achieve enormous improvement.
 \par
 \par
 \par \page BE A LEARNER - CONTINUED
 \par
 \par
 \par } {\b\fs28 PERSONAL BENCHMARKING CHECKLIST
 \par } {\fs26
 \par
 \par a) \tab Choose a specific aspect of your job performance in which you would
 \tab like to improve.
 \par
 \par \tab _____
 \par
 \par \tab _____
 \par
 \par \tab _____
 \par
 \par b) \tab Who is excellent at this?
 \par
 \par \tab _____
 \par
 \par } \pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 } \adjustright {\fs26 \tab
 \par } \pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 } \adjustright {\fs26
 \par \tab _____
 \par \tab _____
 \par \tab _____
 \par
 \par
 \par c) \tab Do you have access to meet them? \tab \tab \tab \tab YES / NO
 \par
 \par d) \tab } {\b\fs26 If YES} {\fs26 , ask them to work with you on your
 improvement. Tell them \tab openly what you admire in them and find out what
 they did to get to be \tab so good. What did they read? Where did they learn?
 \par

\par d1)\tab Write down your action plan, with time commitments.

\par

\par e)\tab }\b\fs26 If NO}\fs26 , are you prepared to write to them seeking ideas, as in point 4 \tab above. Most people would be complimented and pleased to help with \tab suggestions.

\par

\par f)\tab If you will not write, READ. Find articles and books by or about your \tab role model. Find out what they did.

\par

\par

\par \page BE A LEARNER - CONTINUED

\par

\par \tab

\par 8.}\b\fs26 \tab Develop a network}\fs26

\par }\b\fs26

\par }\fs26 \tab Mix with positive people in and around your organisation and share \tab information and influence.

\par

\par 9.\tab }\b\fs26 Find ways to make a difference

\par }\fs26

\par \tab Identify potential improvements and test them out in ways which are \tab within the scope of your authority. Present your ideas with evidence of \tab their practicability and their benefits.

\par

\par 10.\tab }\b\fs26 Declare self-dependency, not independency

\par }\fs26

\par \tab Know where to go for help and recognise the boundaries of your \tab authority and influence.

\par \page BE A LEARNER - CONTINUED

\par

\par

\par }\b\fs28 EMPOWER YOURSELF}\fs26

\par

\par

\par People who take steps towards their own empowerment take responsibility for their decisions and actions. They also ensure they make effective use of their time, ensuring that they focus on the important things.

\par

\par }\b\fs28 Taking responsibility}\fs26

\par

\par 1.\tab Do not cover up problems

\par

\par \tab Bosses and organisations do not like surprises. Empowering yourself \tab does not mean struggling on single-handed beyond the point where \tab negative consequences are unavoidable.

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 2.\tab Carry decisions through as though they were your own

\par

\par \tab To increase your influence within the organisation, on complex issues:

\par

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\high\fs26

\b7\tab}}\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn

\pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb

\b7}}\ls20\adjustright {\fs26 prepare the ground

\par }\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\high\fs26

\b7\tab}}\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn

\pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 'b7}}\ls20\adjustright {\fs26 prepare your case
 \par }\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par {\pntext\pard\plain\fs3\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
 'b7\tab}}\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 'b7}}\ls20\adjustright {\fs26 press your case
 \par }\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par {\pntext\pard\plain\fs3\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
 'b7\tab}}\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls20\pnrnot0\pnf3\pnstart1\pnindent360\pnhang{\pntxtb
 'b7}}\ls20\adjustright {\fs26 win/lose with grace
 \par }\pard \fi-567\li1701\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 Not every decision can go your way. When you do not agree
 with a decision you still have to see it through with your people. Managers who
 can keep a sense of proportion find themselves getting wound up or at odds with
 people less often.
 \par
 \par Tom Peters offered this excellent advice as guidance during discussion with
 colleagues and bosses. There are two things to remember:
 \par
 \par 1.\tab Don\quote t get wound up about the small stuff.
 \par 2.\tab It\quote s all small stuff.
 \par }\b\fs28
 \par }\fs26 \page BE A LEARNER - CONTINUED}\b\fs28
 \par
 \par
 \par Taking Control}\fs26
 \par
 \par We do not discover our potential, we decide on it and then go to work on
 developing it. In order to achieve what we can in personal development it is
 essential to set aside time. In this part of the programme we explore how to
 keep focused on our main goals, and how to stop distractions stealing our time.
 \par
 \par
 \par 1.\tab Keeping focused - the success journal
 \par
 \par \page BE A LEARNER - CONTINUED
 \par
 \par
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 2.\tab Increasing and protecting controllable time
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par \tab Uncontrollable time is that time taken from or given away by us, and
 is \tab therefore not available for pursuit of our goals.
 \par
 \par \tab Controllable time is the time available to us when we have choices as
 to \tab what to do, so we can use this time to progress towards our goals.
 \par
 \par \tab As no more time is available - there are always 168 hours in a week
 for \tab everybody - we must learn to convert uncontrollable time into \tab
 controllable time so we can make space for our personal growth.
 \par
 \par
 \par i)\tab Schedule interruptions
 \par

\par
 \par
 \par \tab
 \par
 \par
 \par
 \par
 \par
 \par ii)\tab Shift interruptions
 \par
 \par \tab
 \par
 \par
 \par \page BE A LEARNER - CONTINUED
 \par
 \par
 \par iii)\tab Negotiate quiet time
 \par
 \par \tab
 \par
 \par
 \par
 \par
 \par
 \par iv)\tab Respect your time
 \par
 \par
 \par
 \par
 \par
 \par
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 v)\tab Make appointments with yourself
 \par
 \par
 \par
 \par \tab
 \par
 \par
 \par
 \par
 \par
 \par vi)\tab Keep interruptions short \tab - stand up
 \par \tab \tab \tab \tab \tab - use the business gaze
 \par
 \par
 \par \page BE A LEARNER - CONTINUED
 \par }\fs28
 \par
 \par }\b\fs28 EIGHT RULES FOR ACHIEVERS}\b\fs32
 \par }\fs26
 \par
 \par An important part of creating a vision is leading by example. Followers
 are attracted to role models and they are attracted to winners.
 \par }\fs32
 \par }\fs26

\par }{\b\fs26 1.\tab Use BOTH sides of the brain
 \par }{\fs26
 \par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab We have a left
 hemisphere and a right hemisphere, each deals with a different mode of mental
 activity.
 \par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab The left brain is
 the seat of our verbal skills.
 \par The right brain is the seat of our visual skills.
 \par
 \par Most training is focused only on left brain skills. To be at our best we
 must learn to use the right brain as well. The principal right brain skill
 taught is:
 \par
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par }{\b\fs26 2.\tab Visualise
 \par }{\fs26
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab Visualisation is
 the deliberate practice of creating and strengthening a mental image.
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par Most world class athletes are visualisers.
 \par
 \par They }{\i\fs26 see}{\fs26 it, they }{\i\fs26 feel}{\fs26 it, they
 }{\i\fs26 experience}{\fs26 it, before they actually do it.
 \par
 \par It helps us perform at our best when it counts.
 \par Winners see the act of winning in advance.
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 They know that what you
 see is who you\rsquo ll be.
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \fi709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par \page BE A LEARNER - CONTINUED
 \par
 \par }\pard \fi709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26 3.\tab Rehearse the FEELING of achievement
 \par }{\fs26
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab Feeling is an
 essential ingredient in successful visualisation because it makes it more real.
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par It seems our mind cannot tell the difference between an actual experience
 and one that is vividly imagined.
 \par
 \par So for visualisation to be effective:
 \par
 \par \tab See it happen and FEEL it happen.

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26
\par
\par 4.\tab Replay previous experience of success
\par }\pard \li142\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 If we think of all the
times in the past when we felt confident, then we feel more confident now.
\par
\par People who win relive excellence.
\par People who lose relive what went wrong.
\par
\par
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 5.\tab Use positive self-talk
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 What do we say when we
talk to ourselves?
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par A phrase which gives us a positive attitude, which strengthens us, which we
use }{\b\i\fs26 before}{\fs26 and }{\b\i\fs26 during}{\fs26 an important event
is called an affirmation - most powerful words we can use.
\par
\par It is important to use the present tense. We don't tell ourselves
what we want, we tell ourselves that what we want we already have.
\par
\par Behavioural Kinesiology (from the work of Dr John Diamond) illustrates how
negativity depletes the energy supply of the body.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\fs26 \page BE A LEARNER - CONTINUED
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \fi-1418\li2127\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Exercise:\tab Take some
aspect of your job towards which you know your mental attitude could be
improved.
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par Think about it. Write down the opposite:
\par
\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par

\par
\par Use this as positive self-talk.
\par
\par
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
}\adjustright {\b\fs26 6.\tab We become what we think about
\par

\par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab }{\fs26 We
 gravitate towards what we think about most.
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 So constantly hold a
 picture of the person we want to be.
 \par If a negative comes to mind say
 \par \lquote STOP\rquote \lquote DELETE\rquote
 \par and replace that thought with a positive one.
 \par
 \par
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26 7.\tab Look like an achiever
 \par
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab }{\fs26 If we are
 feeling terrific, in achievement mode, on a roll - how do we look?
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 On the other hand, if we
 are feeling lousy, when adversity is pulling us down - how do we look?
 \par
 \par We have a completely different appearance.
 \par Be aware of the difference.
 \par
 \par Regardless of how we feel, always maintain the physical presence of a top
 achiever.
 \par WE MUST KNOW HOW WE LOOK WHEN WE\rquote RE PERFORMING WELL.
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par \page BE A LEARNER - CONTINUED
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\b\fs26 8.\tab Act the part
 \par }{\fs26
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Four points:
 \par }\pard \li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
 \par }\pard \fi-567\li1276\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 i)\tab Whatever quality
 we want ACT as if we already have it.
 \par \tab If we want to be respected by everyone - ACT as if we are respected by
 everyone.
 \par }{\b\fs26
 \par }\pard \fi709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs26 \tab }{\fs26 ii)
 Use \ldblquote If you, what would you do?\rdblquote
 questions.
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 \tab \tab
 \par \tab e.g. \ldblquote I don\rquote t feel very confident about
 this\rdblquote
 \par \tab \ldblquote I know you don\rquote t but IF YOU DID, what would
 you do?
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 \tab \tab
 \par }\pard \fi-709\li1276\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab These are

excellent questions we can ask ourselves and others to help \lquote act the part\rquote .

\par

\par iii)\tab Put on an \lquote ability suit\rquote .

\par \tab Imagine a wardrobe of \lquote ability suits\rquote for every ability we\rquote d like to have. There is a suit which, when we put it on, instantly gives us the ability to do what we want.

\par

\par iv)\tab Believe people are looking at you and admiring you.

\par \tab It instantly makes us feel more confident! When you walk into a restaurant, walk tall and proud. People will notice you. People will be impressed.

\par }\pard \fi-709\li1418\nowidctlpar\widctlpar{*\pn

\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \qc\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec

\adjustright {\fs26 \page }{\b\fs32 IMPERATIVE VI - FOSTER

COLLABORATION}{\b\fs26

\par

\par

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec

\adjustright {\b\fs26 Trying to do well, and trying to beat the others are two different things.

\par

\par }{\b\fs28 COMPETITION VS. COLLABORATION

\par }{\fs28

\par }{\fs26 Research has shown that people are more likely to collaborate when they take a longer term view of the relationship. Political scientist Robert Axelrod, whose work includes extensive study of \lquote prisoner\rquote s dilemma\rquote strategies, say that to elicit co-operation we should \lquote enlarge the shadow of the future\rquote .

\par

\par }{\b\fs28 Eight Key Points In Fostering Collaboration

\par }{\b\fs26

\par }{\fs26 1.\tab Emphasise long term pay offs.

\par

\par 2\tab Share information and resources.

\par

\par 3.\tab Build trust in the small things.

\par \tab -\tab what happens in a group with high trust?

\par \tab -\tab what happens in a group with low trust?

\par

\par

\par \page FOSTER COLLABORATION - CONTINUED

\par

\par

\par 4.\tab Reinforce collaborative behaviour.

\par

\par \tab We need to recognise and reward people who support ideas as well as \tab those who come up with ideas.

\par

\par \tab The fate of an idea is often determined by the }{\fs26\ul second}{\fs26 person to speak \tab about it.

\par

\par 5.\tab See yourself as a helper not a judge.

\par

\par 6.\tab Get people to work together.

\par

\par \tab There is a distinct difference between these two approaches.

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec

\adjustright {\fs26 \tab

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26 \tab Meet - Discuss - Decide - Allocate work
 \par \tab Meet - Discuss - Decide - Work together
 \par
 \par 7.\tab Show keen interest.
 \par
 \par 8.\tab Admit mistakes.
 \par
 \par \tab If you are seen to cover up mistakes or push the blame on to others
 those \tab around us will copy that behaviour.
 \par
 \par \page FOSTER COLLABORATION - CONTINUED
 \par
 \par
 \par }{\b\fs28 Essential In Teamwork}{\fs26
 \par
 \par There are two pre-requisites for teambuilding.
 \par
 \par \tab 1.\tab Mutual goal(s).
 \par
 \par \tab 2.\tab Mutual interdependence.
 \par
 \par 1.\tab Mutual goals.
 \par
 \par \tab We have seen earlier how important it is to clarify purpose and keep
 \tab expressing it.
 \par
 \par 2.\tab Mutual interdependence.
 \par
 \par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 \tab Consider the
 different requirements in teamwork between a pit stop team in a Formula 1 Grand
 Prix and the team responsible for producing and performing a West End musical.
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26
 \par \tab One team works in a highly regularised, even mechanised fashion, \tab
 depending on precise responses. The other relies on some of these \tab
 elements, but also on creativity and individual flair.
 \par
 \par \tab In syndicate groups discuss the different component requirements you
 \tab have for team work in your work place.
 \par
 \par
 \par \page FOSTER COLLABORATION - CONTINUED
 \par
 \par }{\b\fs28
 \par Maintaining Teamwork\tab }{\b\fs26
 \par
 \par }{\fs26 In a co-operative and collaborative atmosphere we must still let
 people know that there are minimum levels of performance and minimum standards
 of behaviour required.
 \par
 \par There will also be the requirements to manage conflict. Conflict needs to
 be nipped in the bud. A difficult issue is likely to fester and become more
 complex with the passing of time. While some problems do just go away, this is
 rarely true of relationship issues.
 \par
 \par The ideas we\quote ve already covered relating to involving people and
 creating trust, all contribute to handling difficult situations when they arise.
 \par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
 }\adjustright {\fs26

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26 Some people\rsquo s behaviour creates particular difficulties for us. When confronted with behaviour we find difficult, these are the key points to recall.

\par

\par 1.\tab Keep behaviour separate from personality.

\par

\par 2.\tab Behaviour creates behaviour.

\par

\par 3.\tab Beware of what you expect - you will get it.

\par

\par 4.\tab Prepare for difficult interviews.

\par

\par 5.\tab Use the \lquote broken record\rsquo technique.

\par

\par 6.\tab Work on your confidence.

\par

\par 7.\tab Sometimes tell yourself - \lquote I am the boss\rsquo .

\par

\par 8.\tab Keep trying different approaches.

\par

\par 9.\tab Reinforce }\fs26\ul desired}\fs26 behaviour.

\par

\par 10.\tab Make sure unacceptable behaviour does not succeed.

\par

\par \page FOSTER COLLABORATION - CONTINUED

\par }\fs28

\par

\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 EFFECTIVE MEETINGS}\b\fs32

\par }\pard \qc\fi-709\li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs32

\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 Agendas

\par

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs

\'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb \\'b7}}\ls15\adjustright {\fs26 Purposes not topics.

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs

\'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb \\'b7}}\ls15\adjustright {\fs26 Time items.

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs

\'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb \\'b7}}\ls15\adjustright {\fs26 Urgent v. Important.

\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs

\'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn \pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb \\'b7}}\ls15\adjustright {\fs26 Ban \lquote any other business\rsquo .

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par

\par \page FOSTER COLLABORATION - CONTINUED

\par

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26

\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 EFFECTIVE MEETINGS}\b\fs26

\par
\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 Control
\par
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Summarise frequently.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 One point at a time.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Beware of silent consent.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Maintain standards of behaviour.
\par }\pard \nowidctlpar\widctlpar{*\pn \pnlvlcont\ilvl0\ls0\pnrnot0\pndec
\par
\par
\par }{\b\fs28 EFFECTIVE MEETINGS}{\fs26
\par
\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\fs26
\par }\pard \fi-709\li709\nowidctlpar\widctlpar{*\pn
\pnlvlcont\ilvl0\ls0\pnrnot0\pndec }\adjustright {\b\fs28 Stimulate
\par
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Vary everything!
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Enthuse.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Be for things, not against things.
\par {\pntext\pard\plain\fs26\cgrid \loch\af3\dbch\af0\hich\fs3
'b7\tab}}\pard \li709\nowidctlpar\widctlpar{*\pn
\pnlvlblt\ilvl0\ls15\pnrnot0\pnf3\pnstart1\pnindent709\pnhang{\pntxtb
'b7}}\ls15\adjustright {\fs26 Avoid \lquote long haul\rquote meetings.
\par }\pard \fi-709\li709\nowidctlpar\widctlpar\adjustright {\fs26
\par
\par }\pard \qc\nowidctlpar\widctlpar\adjustright {\fs26 \page }{\b\fs32 THE 10
LAWS OF MOTIVATION
\par }{\b\fs26
\par
\par
\par
\par }\pard \qj\fi-567\li1985\nowidctlpar\widctlpar\adjustright {\fs26
\par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\af0 1.\tab}}\pard
\fi-709\li1843\nowidctlpar\widctlpar{*\pn
\pnlvlbody\ilvl0\ls21\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta

.}}\ls21\adjustright {\fs28 We have to be motivated to motivate}}{\fs28\lang1024
 }{\fs28
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 2.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls22\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls22\adjustright {\fs28 Motivation requires a goal
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 3.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls23\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls23\adjustright {\fs28 Motivation is in TWO stages}}{\fs28\lang1024
 \par {\pntext\pard\plain\fs28\cgrid \loch\af3\dbch\af0\hich\fs3
 \b7\tab}}\pard \fi-283\li2126\sb120\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Find the goal}}{\fs28\lang1024
 \par {\pntext\pard\plain\fs28\cgrid \loch\af3\dbch\af0\hich\fs3
 \b7\tab}}\pard \fi-283\li2126\nowidctlpar\widctlpar{*\pn
 \pnlvlblt\ilvl0\ls8\pnrnot0\pnf3\pnstart1\pnindent283\pnhang{\pntxtb
 \b7}}\ls8\adjustright {\fs28 Show how to get it}}{\fs28\lang1024
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 4.\tab}}\pard
 \fi-709\li1843\sb120\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls24\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls24\adjustright {\fs28 Motivation once established never
 lasts}}{\fs28\lang1024 }{\fs28
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 5.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls25\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls25\adjustright {\fs28 Motivation requires recognition
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 6.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls26\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls26\adjustright {\fs28 Participation motivates}}{\fs28\lang1024 }{\fs28
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 7.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls27\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls27\adjustright {\fs28 Seeing ourselves progressing motivates
 \par }\pard \fi-709\li1843\sb120\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 8.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls28\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls28\adjustright {\fs28 Challenge only motivates if we can win
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28
 \par {\pntext\pard\plain\fs28\cgrid \hich\af0\dbch\af0\loch\f0 9.\tab}}\pard
 \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlbody\ilvl0\ls29\pnrnot0\pndec\pnstart1\pnindent283\pnhang{\pntxta
 .}}\ls29\adjustright {\fs28 There is a spark in everyone
 \par }\pard \fi-709\li1843\nowidctlpar\widctlpar{*\pn
 \pnlvlcont\ilvl12\ls0\pnrnot0\pndec }\ilvl12\adjustright {\fs28

[illegible]

\par
\par
\par
\par
\par
\par
\par
\par
\par
\par \cell \cell \cell }\pard \nowidctlpar\widctlpar\intbl\adjustright {\ul \row
}\pard \nowidctlpar\widctlpar\adjustright {
\par }\pard \nowidctlpar\widctlpar\adjustright {
\par }}